

## Geography National Curriculum

Subject Content
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>

## Geography Long Term Plan

Term	Year 1	Year 2	
Autumn	<b>What's it like where I live?</b>	<b>2024-2025</b> <b>How does the weather affect our lives?</b>	<b>2025-2026</b> <b>Too hot or too cold?</b> <i>Consider using ideas from Year 1 Collins 'Why penguins don't need to fly? And Year 2 Fire and Ice (on system)</i>
	<p>Expose children to the names of the nations of the UK and the capital cities. Know where Chesham is in the UK and locate on a map (on tube map, on map of UK) Use directional language to describe features on maps in school and for Chesham</p> <p>Know the range of physical and human features of our school and its grounds (use aerial photographs/Google Earth and plans of school) Know some of the human and physical features of Chesham (forest/woods, park, river, hill, valley, town, house, office, shop, farm, train station/track, road).</p>	<p>Identify and locate the seven continents.</p> <p>Know the four countries of the UK and the name of the surrounding seas.</p> <p>Know the main types of weather in the UK.</p> <p>Observe and record some elements of daily weather over several days.</p> <p>Know and describe how weather conditions change in the UK during the four seasons.</p> <p>Know that very hot places in the world are near the middle of the globe (equator). Know that very cold places in the world are near the top and bottom of the globe (North and South Poles).</p>	<p>Know the names of the 7 continents and oceans / seas in the world. Know the location of hot and cold places in the UK Use atlases, globes, ariel photos and world maps to locate places in the world</p> <p>Compare the weather in different places across the world (build on year 1 weather topic)</p> <p>Compare the Arctic and the Antarctic – look at landscape features and animals that live there</p> <p>Compare hot and cold deserts (Antarctica and Sahara) - look at landscape features and animals that live there</p>

		Describe and compare the physical features of very cold and very hot places.  Use north, south, east, west to describe the weather in different locations.	
	<b>Vocabulary:</b> Environment, Landscape, Population, Rural, Urban Human features- Town, Factory, House, Office, Shop, playground, farm, train station/track, road Physical features- River (Chess), Woods/forest, Hills, forest, park, valley	Drought, Extreme, Equator, Flooding, Observations, Record, Seasons, Temperature, Thermometer, Tornado, Climate, Polar, Tropical, Temperate	Continent, country, equator, North / South, Temperature, Thermometer, Climate, Polar, Tropical, Temperate, desert, ice, cliff, hills, dunes, iceberg, glazier, river, sand, map, globe, atlas
	<b>Exit Ticket:</b> Why do you like living in Chesham? (highlight key vocabulary to use in answers: town, rural / urban, house / shop / playground / farm/ train, river, valley)	<b>Exit ticket:</b> How does the weather affect our lives?	<b>Exit ticket:</b> Would you rather; live somewhere 'too hot' or live somewhere 'too cold'? (Climate, tropical, polar, desert, ice, iceberg, sand, glazier)
Spring	<b>What's the weather like where we live?</b> <b>Link to Science learning this term</b>	<b>Why does it matter where my food comes from?</b>	
	Name and describe the 4 seasons Identify different types of weather and to understand the impact that the weather has on our everyday lives (clothes that we wear, activities that we do, how it makes you feel) Understand how weather in the UK changes across the year Know that the weather is different in other countries (that some countries are hot when we are cold, some countries are cold all year, some countries are hot all year)	Start with recap of Year 1 Chesham unit – where are the farms in Chesham and what do they produce?  Use knowledge of the UK, the names of oceans and the continents when describing where food comes from. Look at where they are in relation to the Equator and how that affects the weather (link to previous topic)  Identify where Costa Rica is and using knowledge from previous topic about weather to suggest reasons why bananas can be grown there and not in the UK.	

		Describe and know reasons why the weather and landscape in Devon makes it a good place for dairy farming.
	<b>Vocabulary</b> Weather, Climate, hot/ cold (scale of vocabulary – scorching, boiling, warm, chilly, cool, mild, freezing), season (spring/summer/autumn/winter), month, windy, rainy, sunny, cloudy, stormy, foggy), forecast.	Urban, Rural, Import, Export, Trade, North, South, East, West, Symbols, Key (map), weather, climate, equator, landscape
	<b>Exit ticket:</b> What's your favourite weather and why?	<b>Exit ticket</b> Why does it matter where our food comes from?
Summer	<b>What's it like to live on an island?</b>	<b>How does the geography of Kampong Ayers compare with the geography where I live?</b>
	To recognise features on a map To know what key geographical terms mean (Map, island, key, beach, cliff, village, harbor, bay) Use key's to find features on maps  Explore globes, atlases and maps to identify continents and oceans. Name continents and countries in the UK. Name seas and oceans around the UK. Identify where Chesham and Island of Coll are on a map of the UK.  Know and compare physical and human features of the seaside with those of our local area (Chesham compare to Island of Coll).	Identify and describe the location of Brunei in Asia and know there is a time difference. Know the main features of a traditional home in Kampong Ayer and compare with houses in Chesham. Know the different kinds of boats used as transport in Kampong Ayer and compare with transport in Chesham. Know what the weather is like in Kampong Ayer and compare with the weather in Chesham. Identify physical and human features of Kampong Ayer and Chesham Discuss how humans have impacted on the landscape of Kampong Ayer and Chesham. Use maps, atlases, globes and google earth to identify Kampong Ayer, Brunei, Asia Use photographs to identify human and physical features of Kampong Ayer Use observations from trip to chalk stream to compare landscape in Chesham with photographs of landscape of Kampong Ayer.
	<b>Vocabulary</b> Map, island, key, beach, cliff, village, harbor, bay,	Adaption, Capital, Continent, Country, Equator, Northern and Southern Hemisphere, Satellite, Transport, Canopy, Chalk Stream, Observations, Compare, Similarities and differences



	Key, North, South, East, West, direction, location continent, country, island, UK, England, Ireland, Scotland, Wales, Coll Urban, rural, town, Factory, House, Office, Shop, playground, farm, train station/track, road, River (Chess), Woods/forest, Hills, forest, park, valley, coast, beach, bay, lighthouse, cliff,	
	<b>Exit Ticket:</b> Would you like to live on an island?	<b>Exit ticket:</b> What would be the best thing about living in Brunei?